CHAPTER ONE

BUILDING THE CAPACITIES OF SOCIAL JUSTICE LEADERS

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THE CHALLENGE

A realized ideal of schooling as a vehicle for social mobility, for ridding society of inequities, and for embedding democratic principles among citizens has been elusive, appearing more in rhetoric, less in reality. This book appears at a new moment in time when policymakers' rhetoric and policies and scholars' promotion of ways to achieve equity through schooling can be aligned. Policymakers and scholars talk about what can or should be done, but educational leaders are the people who must *deliver* some version of social justice and equity.

The purpose of this book is to conceptualize and explore a social justice framework for educational leadership, both theoretically and practically. Doing so can kick efforts forward—in leadership preparation, in staff development in educational administration, and in practice—to build the capacity and will to transform leaders. Closer to a realized ideal of leadership, leaders would not be disinterested managers of their environments and contexts, but astute activists, ready with strategies and the sense of responsibility to intervene to make schools equitable.

Leadership for Social Justice: Making Revolutions in Education makes theory and research and models of practice more accessible to university faculty and school practitioners. For example, a university professor might think, "I understand the need to prepare my students for the reality of schools today, and for making sure that their practices are focused on providing equitable access to learning. But I do not have the time to learn the new theory and research before developing social justice–oriented materials for my educational leader preparation program." By the same token, a school administrator, staff development director, or instructional leader might say, "I have students in my school and classrooms who are more diverse and less familiar to my teachers than students they have had in the past. The new students don't seem to be having the kind of success that other students are having, and I just don't understand what to do." The leader-in-training may say, "I wish my doctoral classes provided me with knowledge and practice that would give me the courage and skills to take strong stands for equity." The goal of this book is to help the professor, administrator, and student by providing theory on which to base arguments for activist stances and

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tools to diagnose where positive policy and other interventions can be made for groups of disenfranchised and underserved students or stakeholders.

Although we have come a long way from the ingenuous and naïve blindness to racism and inequity that is highlighted by Cervantes's poem of over 20 years ago, there is still a lot to accomplish for the achievement of real social justice with regards to racism, sexism, homophobia, and other such issues. Furthermore, despite our desire that things be where they should be for all children, the stories, data, and experiences described in the following chapters belie this fact. Metaphorically, if not literally, we are still at war against the inequities that remain, even if, as some argue, those inequities are no longer callously overt and intentional. They may now be covert, subconscious, or even unintentional. However, the subconscious or unintentional war against the marginalized is the most insidious and damaging. It supports persistent societal neglect of the very groups that continue to be hurt by institutional practices.

For us, as for many committed educators, it is difficult to acknowledge that our society and our institutions (such as schools) are still marginalizing and oppressing some individuals and communities. Much of what we are told and asked to know (and perhaps what we prefer to believe from the comfort of our privileged social location) is that the race/culture/inequity and oppression battles are over, and that we no longer have those "wars" to fight. However, evidence, such as the persistently poor and inequitable outcomes for the student and educator communities discussed here, and our experiences, as well as those of the chapter authors, reflect that we still have much to do to achieve the equitable and

**POEM FOR THE YOUNG WHITE MAN WHO ASKED ME
HOW I, AN INTELLIGENT, WELL-READ PERSON COULD
BELIEVE IN THE WAR BETWEEN RACES**
In my land there are no distinctions.
The barbed wire politics of oppression
have been torn down long ago. The only reminder
of past battles, lost or won, is a slight
rutting in the fertile fields.

In my land
people write poems about love,
full of nothing but contented childlike syllables.
Everyone reads Russian short stories and weeps.
There are no boundaries.
There is no hunger, no
complicated famine or greed.

I am not a revolutionary.
I don't even like political poems.
Do you think I can believe in a war between races?
I can deny it. I can forget about it
when I'm safe

living in my own continent of harmony
and home, but I am not
there.

I believe in revolution
because everywhere the crosses are burning,
sharp-shooting goose-steppers round every corner,
there are snipers in the school . . .
(I know you don't believe this.
You think this is nothing
but faddish exaggeration. But they are
not shooting at you.)

I'm marked by the color of my skin.
The bullets are discrete and designed to kill slowly.
They are aiming at my children.

These are facts.
Let me show you my wounds: my stumbling mind, my
"excuse me" tongue, and this
nagging preoccupation
with the feeling of not being good enough.

These bullets bury deeper than logic.
Racism is not intellectual.
I can not reason these scars away.

Outside my door
there is a real enemy
who hates me.

I am a poet
who yearns to dance on rooftops,
to whisper delicate lines about joy
and the blessings of human understanding.
I try. I go to my land, my tower of words and
bolt the door, but the typewriter doesn't fade out
the sounds of blasting and muffled outrage.
My own days bring me slaps on the face.
Everyday I am deluged with reminders
that this is not
my land
and this is my land.

I do not believe in the war between the races

but in this country
there is war.

socially just education for all that is our democratic birthright. The things we do in our institutions are arguably still metaphorically targeting people of color, the poor, women, gay/lesbian/transgendered individuals, those with unfamiliar backgrounds or in unfamiliar territories, and others. It is, ironically, only the most successfully schooled of those persons (like Cervantes) who have the legitimacy and voice to speak this "fact." Others, such as school dropouts, become silenced by the limited life opportunities that reproduce a subordinate social position for their children and communities. Although educators over the years have done much to improve education for some children, that success is uneven. We, the editors, call on us all to passionately commit to the moral transformative goal of more systemic and creative change and social justice to benefit all of our children and communities.

To move forward for social justice, educators need the strategies, *revolutionary* ones in some contexts, for rethinking and taking leadership for school practices to better meet diverse students' needs. Also, educators need the language to translate intellectual concepts into practice and experiential understandings. They need guidance, encouragement, examples, and support to practice leading discussions with community groups and politicians. This book provides all of this in order to move social, justice–oriented work on theory development, discussion, and agenda setting to the implementation phase. It not only helps typical educators to better understand inequity and the lack of social justice for certain students in our schools at the intellectual level, but also to more fully understand it the way such students do—at the experiential level. The chapters of this book engage educators' emotions, their yearning for caring, just, and empowering schooling processes, and the challenges and frustrations stemming from resistors of change. Educators need to know that these issues run deep for students. Leaders need to know that they have obligations to explore, to be nontraditional, to find ways to build capacity for social justice through schooling.

In the section that follows, we introduce the book, prefacing with a few words on the challenge of defining *social justice,* on the real social justice challenges in schools, and on the need for leaders' preparation and professional cultures to provide space and support for the emerging leader whose courageous interventions and articulate stances will redefine school leadership.

STUDENTS KNOW THE SHAME OF NOT BELONGING

I am not a revolutionary/I don't even like political poems./Do you think I can believe in a war between races?/I can deny it. I can forget about it/When I'm safe/Living in my own continent of harmony/and home, but I am not there.

. . .

Let me show you my wounds: my stumbling mind, my/"excuse me" tongue, and this/nagging preoccupation/with the feeling of not being good enough.

Source: Emplumada, by Lorna Dee Cervantes, © 1982. Reprinted by permission of the University of Pittsburgh Press.

AN ACTIVISE ORGANIZING COALITIONS

While it might seem like something most administrators would avoid, leaders for social justice would find ways to form coalitions with activist groups who challenge certain policy directions. This letter below is the kind of opportunity "out there" for the social justice leader to build capacity and coalitions. This particular one actually did result in a meeting attended by 32 people representing 14 community/educational organizations and four universities/colleges.

Dear friends,

In the last several months activists have been able to stop the $4,000,000 adoption of a new social studies textbook series (K–5 through 8th grade) in Milwaukee. We raised several criticisms about the series in terms of racism, representation and omission. (An editorial on the subject is at www.rethinkingschools.org/archive/22_04/edit224.shtml.)

Now that we stopped the adoption—at least for this past school year—community activists, university folks, teachers and parents are starting to meet to propose some alternatives. We could use some help.

Do you know/have experience with a district where people have stopped the adoption (for progressive reasons) and then offered alternatives?

Do you know of a case where community activists, parents and teachers united together to propose an entire alternative curriculum for a district?

Do you know of a textbook series/curriculum (for K–5 or 6th–8th) that adequately deals with issues of race, class, imperialism, gender, etc.? I would be interested in both the title/company of the series and the city (or planet) where it is being used.

Do you have any suggestions for how to propose a non-textbook-based social studies "curriculum" or "scope and sequence" for a district the size of Milwaukee (around 80,000 students)?

Do you know of quality professional development models/experiences for social studies teaching?

Do you know of any districts or union locals that would be willing to unite with Milwaukee to demand that textbook companies significantly alter the content of their textbooks? Thanks for any ideas you can share.

Bob Peterson

EVOLVING DEFINITIONS AND CHALLENGES TO CAPACITY BUILDING

What is the social justice challenge? To answer this question, we sometimes simply speak of equity or cultural diversity. Sometimes our conversations expand to the need for tolerance and respect for human rights and identity. Sometimes our answer is that it is the achievement gap, or democracy and a sense of community and belongingness (or our nostalgia for that), or inclusion of groups that do not immediately come to mind in our planning, such as the "differently abled," girls and women, or those American families with

different cultures, languages, or religions. Often it goes beyond even inclusion, to actually valuing the differences that have been identified above. Sometimes we say that it means reaching to the deep roots of injustice emanating from competitive market forces, economic policies, political practices, and traditions that maintain elite privilege.

The Very Real Challenges from Demographics, Cultural Diversity, and Identity

Policymakers in demographically diverse states, such as Texas, Georgia, and others, publicly acknowledge that communities and, consequently, student populations in their schools are changing. The fact that policymakers report that minority students are already the majority in elementary grades (Oliva & Menchaca, 2001) poses a problem for educators and policymakers in that such students have higher dropout rates than Anglo students and do not perform as well on standardized tests scheduled throughout K–12. In Georgia, the Atlanta area experienced 800 percent growth in the Latino student population during the 1990s; consequently, K–12 educators there are now working feverishly to increase practitioner knowledge and capacity about how to work with recent immigrant, language minority, and culturally diverse students (Gerstl-Pepin, 2001).

There, as in other parts of the country, postsecondary educators are similarly trying to be more responsive regarding the issues that limit postsecondary opportunity for some of these same students. Those issues include inadequate school academic preparation and the achievement gap (Perna, 2000); poverty (Berliner, 2007; Corrigan, 2003; King, 2003); being the first member of the family to go to college (Oliva, 2007; Perez & McDonough, 2008); institutional ignorance of or insensitivity to race and cultural identity (Grande, 2000; Huffman, 2008; Hurtado & Carter, 1997); and sometimes, undocumented immigrant status that precludes a student's access to financial aid programs that are available to other low-income students (Oliverez, 2007).

Similar changes are occurring in North Carolina, Florida, California, and other states. Demographic data in these states highlight a dramatic growth in minority, second-language learner, and economically disadvantaged student populations that traditionally have not fared as well as traditional students in either the public schools or in college (Anderson & Herr, 1993; Cambron-McCabe, 2000; Larson & Ovando, 2001; Maxcy, 1998; Parker & Shapiro, 1992). It also points to a related need to develop tools for K–12 and college educators that allow them to more adequately address such diverse students'

IN THE LAND OF PLENTY, POVERTY

According to Rodríguez and Fabionar (see Chapter 4, this text), poverty in the population of the United States "has ranged between 11 and 15 percent . . . since about 1965," which translates to 37 million or more Americans living in poverty. Unfortunately, the rate of poverty for women, minorities, and children exceeds the national average. For example, school-age children are more likely to be living in poverty, especially if they come from communities of color.

needs. Although in 2003 Hispanics became the largest minority group in the United States, they are only one part of the school population that suffers from educational underachievement. Hispanics and African Americans together will soon make up the majority minority population of several states (Murdoch, White, Hoque, Pecotte, You, & Balkan, 2002), meaning that over half of the population will be minority. Despite this demographic reality, racial and ethnic minority students continue to suffer educational disenfranchisements, such as disproportionally high dropout rates, educational under-achievement in grades K–12, and inequitable access to and retention in college (Rendón, Jalomo, & Nora, 2000; Texas Higher Education Coordinating Board, 2000; Timar, Ogawa, & Orillion, 2003). These are the statistics, but the real stories lie with those living in those borderlands.

For those who differ from dominant norms in schools in multifaceted ways (e.g., sexual orientation, family religion, race, identity, and culture), being in school is like living in the borderlands. School leaders, professors, and policymakers need expanded understanding of the intersecting identities of all who come to the classroom. Table 1.1 draws attention to the disparities leaders for social justice can see when looking at data critically. Social justice leaders can use Table 1.2 to get policymakers' attention. Chapter 4, later, will expand on these tables.

Unaccomplished Equity

In the educational administration discipline, professors and researchers alike increasingly recognize and acknowledge the need to improve practice and student outcomes for minority, economically disadvantaged, female, gay/lesbian, and other students who have not traditionally been served well in schools (Brunner, 2000; Cambron-McCabe & Harvey, 1997; Cordeiro, 1999; Furman-Brown & Merz, 1996; Grogan, 1999; Koschorek, 1999; Larson & Ovando, 2001; Marshall, 1997; 1999; Parker & Shapiro, 1992; Skrla, Reyes, & Scheurich, 2000). Through a concerted effort, education and education administration scholars recently have developed critical, evidence-based understandings of why such students do not perform as well as their mainstream peers (Anderson, Bentley, Gallegos, Herr, & Saavedra, 1997; Foster, 1999; Gay, 1997; Maxcy, 1998; McDonnell & Elmore, 1991; Miller, 1995).

One of the important contributions of this work is the understanding that inequitable outcomes are not merely the result of deficiencies in the students, nor of the communities from which they come, as was often assumed to be the case. Instead, inequitable outcomes often result from systemic organizational practices and policies (McDonough, 1997; McNeil, 2000; Poland & Carlson, 1993; Sewell, DuCette, & Shapiro, 1998) endemic to schools and administrator practice (Kozol, 1991; Scheurich & Laible, 1995) that have not been analyzed or acted on with respect to their impact on nonmainstream students (Cochran-Smith et al., 1999; Foster, 1999; Larson & Ovando, 2001; Lomotey, 1995; Marshall, 1993). Fortunately, these research- and theory-grounded realizations provide clear evidence that ongoing inequities in the schools can be remedied through sustained, systemic, and evidence-based intervention (Cambron-McCabe, 2000; Contreras, 2000; Erlandson, Skrla, Westbrook, Hornback, & Mindiz-Melton, 1999; McDonnell & Elmore, 1991; Scheurich, 1998; Shapiro, Sewell, & DuCette, 1995). Still, not enough has changed in training, credentialing, recruiting, and promoting school leaders or in national education

TABLE 1.1   Literacy Scores (Mean 500) from Programme for International Student Assessment 2000

COUNTRY	SCORE
Korea, Republic of	552
Japan	550
United States Average Score for White Students	**538**
Finland	538
United Kingdom	532
Canada	529
New Zealand	528
Australia	528
Austria	519
Ireland	513
Sweden	512
Czech Republic	511
France	500
Norway	500
United States Average Score	**499**
Hungary	496
Iceland	496
Belgium	496
Switzerland	496
Spain	491
Germany	487
Poland	483
Denmark	481
Italy	478
Greece	461
Portugal	459
United States Average Score for Hispanic Students	**449**
United States Average Score for African-American Students	**445**
Luxembourg	443
Mexico	422

Source: Berliner, D. C. (2007). Investing in Student Lives outside of School to Increase Achievement inside Schools. In Gloria M. Rodriguez and P. Anthony Rolle (Eds.), *To What Ends and By What Means: The Social Justice Implications of Contemporary School Finance Theory and Policy.* New York: Routledge. Copyright 2007 by Taylor & Francis Group LLC. Reproduced with permission of Taylor & Francis Group LLC.

policies (such as No Child Left Behind) for new leaders to believe that their instinct to enact social justice leadership will be understood and supported by district school boards.

Searching in Schools for Democracy, Community, Emotion, and Relationship

School leaders sometimes do equity work when they implement equity-related policies. That is called "doing my job." Some go further, demanding better than the letter of the

TABLE 1.2   Science Scores (Mean 500) from Programme for International Student Assessment 2000

COUNTRY	SCORE
Korea, Republic of	552
Japan	550
Finland	538
United States Average Score for White Students	**535**
United Kingdom	532
Canada	529
New Zealand	528
Australia	528
Austria	519
Ireland	513
Sweden	512
Czech Republic	511
France	500
Norway	500
United States Average Score	**499**
Hungary	496
Iceland	496
Belgium	496
Switzerland	496
Spain	491
Germany	487
Poland	483
Denmark	481
Italy	478
Greece	461
Portugal	459
Luxembourg	443
United States Average Score for Hispanic Students	**438**
United States Average Score for African-American Students	**435**
Mexico	422

Source: Berliner, D. C. (2007). Investing in Student Lives outside of School to Increase Achievement inside Schools. In Gloria M. Rodriguez and P. Anthony Rolle (Eds.), *To What Ends and By What Means: The Social Justice Implications of Contemporary School Finance Theory and Policy.* New York: Routledge. Copyright 2007 by Taylor & Francis Group LLC. Reproduced with permission of Taylor & Francis Group LLC.

law, for example, by joining in political coalitions or in legal actions for school finance equity, for the preservation of bilingual programs, and the like. However, the activist, interventionist stance of social justice leadership goes even further, inspired not just by an intellectual ideal, but also by moral outrage at the unmet needs of students and a desire for a caring community where relationships matter. Further, bureaucratic structures and leadership deny or sanitize passion and outrage and prohibit loving, nurturing relationships in schooling. But many educators' career inspirations came from just such a caring perspective.

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MAKING SOCIAL JUSTICE REAL IN TEXAS

Policymakers and school leaders can move beyond talk to action about institutional reform for equity and social justice. In Texas, policymakers for years contended that not only individuals but also the state economy as a whole will benefit when more of the state's diverse young people do well in school and are educationally well prepared for college or the workforce. Recently, state legislators moved beyond mere talk by creating state and regional P–16 Councils to encourage schools, universities, and businesses to work more effectively together to improve student educational achievement and college or workforce readiness. Policymakers and school leaders in state and local arenas can "get on board" with sustained, systemic, and evidence-based action to actualize a rhetoric and discourse of social justice.

Social justice leadership reconnects with emotional and idealistic stances. It supports leaders' impulses to transgress, to throw aside the traditional bureaucratic rationality and the limiting conceptualizations of leadership. For example, social justice leaders are outraged when funding formulas leave rural districts floundering. Social justice leadership supports their search in their work lives for joy and a sense of community and the pursuit of democratic ideals when their relationship-building activities create bridges (Venezia, Kirst, & Antonio, 2003; see Chapter 7 in this text) for marginalized families and their children. It supports educational leaders seeking strategies for developing and implementing antiracist curricula, for preventing homophobic and sexist bullying, for intervening when tensions over religion or immigrant status heat up. It supports their search for ways to critique leadership styles and schooling structures that prevent women and minority participation. It supports their efforts to conceptualize and articulate models of leadership that incorporate democratic community engagement, spirituality and emotion, and caring and connection. In this way, social justice leaders build their capacities to walk the talk in order to move beyond that which is just philosophical, just rhetoric, and just short-sighted, quick-fix policy.

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PAINFUL BORDERLANDS, DIVIDING LINES, STATES OF TRANSITION

The U.S.–Mexican border *es una herida abierta* where the Third World grates against the first and bleeds. And before a scab forms it hemorrhages again, the lifeblood of two worlds merging to form a third country—a border culture. Borders are set up to define the places that are safe and unsafe, to distinguish *us* from *them.* A border is a dividing line, a narrow strip along a steep edge. A borderland is a vague and undetermined place created by the emotional residue of an unnatural boundary. It is in a constant state of transition. The prohibited and forbidden are its inhabitants.

Source: Anzaldua, G. *Borderlands/La Frontera: The New Mestiza.* (1987). San Francisco, CA: Aunte Lute Books, p. 3.

Instead of sanitizing passion and outrage about the unmet needs of students, leaders build their social justice capacities.

The Challenges in Policy and Preparation for Social Justice in School Leadership

The challenges of demographics and of inequities are chronic and remain unresolved by the piled-on years of traditional practice, scholarship, theory, and professional training in educational administration. Recent attempts in policies (e.g., No Child Left Behind) and licensure (e.g., Interstate School Leaders Licensure Consortium) for educational administrators set an expectation for equitable outcomes. They do not connect the dots, however, to integrate social justice–oriented methods, strategies, and training, never mind theory and research into educational leadership preparation programs that train future educational leaders (Chase, 1995; Cordeiro, 1999; Donmoyer, Imber, & Scheurich, 1995; Parker & Shapiro, 1992). As a consequence, they are not well incorporated into educational practice (Anderson et al., 1997; Marshall, 1993; Skrla et al., 2000). In Figure 1.1, the matrix portrays an array of leaders' capacities.

Some policymakers and professors of educational administration assert the need to orient leadership training toward social justice and equity; many see it as somebody else's job (often a token or underpowered and overburdened woman or person of color), as an add-on that impinges on the "real" training, or as something to be managed in a rather surface manner, such as with a workshop. Delving deeply into social justice issues requires challenging the status quo, traditional patterns of privilege, and deep assumptions about

FIGURE 1.1 Social Justice Leadership Responses

A Possess consciousness and passion for justice. Possess the skills and knowledge to do the work.	**B** Possess consciousness and passion for justice. Lack the skills and knowledge to do the work.
C Lack consciousness and passion for justice. Possess the skills and knowledge to do the work.	**D** Lack consciousness and passion for justice. Lack the skills and knowledge to do the work.

Source: Adapted from Theoharis, G. (2004). *At No Small Cost: Social Justice Leaders and Their Response to Resistance.* Unpublished dissertation. Reprinted with permission.

what is real and good. It requires a surfacing of biases and a releasing of emotions that many find to be very uncomfortable. Furthermore, no staff development director, professor, student, or administrator can take on these challenges alone. Social justice leaders need space and sustenance for their efforts within the universities, districts, communities, and professional associations that encompass their careers and work.

Thus, among the remaining challenges for equity-oriented faculty and practitioners—indeed, for all educators—is the creation of classes, workshops, and seminars to translate research and theory into tools that can readily be used by faculty and by practitioners who are interested in fostering more equitable student performance.

MAKING REVOLUTIONS IN EDUCATION: AN OVERVIEW OF THE CHAPTERS

Capacity building for social justice leaders requires a blending of theory, research, reflections on practice, tools for teaching and other interventions, strategies for engaging passion and emotion, and, finally, realistic engagement with the challenges in real-world policy and practice. In this book, each chapter provides this blending. After our introductory chapter, each chapter ends with Assignments and Activities as well as Annotated Readings to guide readers to sources for deeper exploration.

Chapters 1, 2, and 3 provide a range of ways to view social justice leadership and praxis. Chapter 2 describes what we mean by *social justice* and why we need a social justice framework. The authors describe how social justice is connected to democracy and moral/transformative leadership. They illustrate how this kind of orientation obligates leaders to intervene as activists to transform schooling, professional and disciplinary associations, and society, building on long-standing moral traditions in education and American society.

Chapter 3 gets political as it explores a specific policy issue—educator preparation and licensure—examining efforts among social justice–oriented scholars, policymakers, and school practitioners from various states to integrate social justice concepts into state policies. It also explores ways to create much needed policy and training, beginning with the imperative that academics, policymakers, and practitioners are clear about what they hope to accomplish and how it will be done. In this way, the chapter serves as an introduction and preliminary response to the questions, "Whose interests do the licensure policies reflect?" and "What leverage points exist for shifting current licensure policies and practices to include a meaningful focus on social justice?"

A mix of research and practical strategies is included in Chapters 4 through 14. Anyone who reads Chapter 4, "The Impact of Poverty on Students and Schools," will come away not only with an understanding of the stark realities of how income and health affect student achievement but also with a determination to use the wider school community's resources to combat poverty's effects.

Chapter 5, "Wholistic Visioning for Social Justice," presents a leadership perspective at the intersection of African American and female worldviews. Discussing leadership from a racialized gender perspective, the chapter confronts the chronic gender equity and racial bias challenges in school leadership while blending theory with the words and career experiences of administrators.

The particular leadership dilemmas that arise when working in predominately Mexican American communities along the U.S.–Mexico border are explored in Chapter 6. Exemplary leaders for such contexts illustrate how their boundary-crossing and culture-sensitive skills, insights, and understandings lead to better policy and practice. This chapter incorporates recent theoretical insights regarding minority students socialized and located at the bicultural rather than monocultural Texas–Mexico border.

Eight high-profile individuals in an urban area were interviewed for Chapter 7. Reading about their actualized orientations to social justice as reflected in their educational and civic leadership, one can see the personal and experiential characteristics that shape leaders toward the often difficult work of equity-oriented leadership. Reading the rich personal and narrative descriptions of life events can stimulate self-reflection and visceral reactions for coming to grips with marginalization and discriminatory, exclusionary practices as the eight urban leaders did.

Chapter 8 takes on the sensitive topic of religion in schools and the ways in which the privileging of particular orthodoxies and practices negatively affect students of different religious beliefs and practices. When school leaders and cultures conceive of religion in normatively particular ways, they can create, unintentionally as well as intentionally, uncomfortable and even hostile environments for students who do not share the same religious beliefs.

In the succeeding chapters, we move on to more practical tools. Chapter 9 describes the exclusionary practices and harm to which gay, lesbian, and transgendered students are subject in heterosexist schools. Readers of the chapter learn about this often invisible student population and about things that can be done to promote their educational success. Then Chapter 10 calls attention to the historical, legal, and moral obligations of schools to create inclusive communities and pedagogy in pursuit of equity for differently abled students.

Teaching strategies for social justice, detailed in Chapter 11, are presented to help university and school personnel think and act concretely about instructional issues and anticipate dilemmas and contested terrain that may arise from social justice–oriented instruction. Chapter 12 presents and illustrates case studies as an instructional strategy for embedding social justice in educational leadership preparation. The dilemmas in the case studies provoke debate and support practitioners' planning for engaging in ways that challenge dominant practices. They allow students to experience the difficult challenge of conducting equity-oriented and informed decision making. Thus, various interventions can be explored collectively, and alternative intervention strategies can be weighed for degrees of appropriateness and moral utility.

Changes at the personal level are required if educational leaders are to work toward socially just outcomes for their students. Chapter 13 presents methods for surfacing suppressed emotions of leaders who, for years, have coped, while seeing inequities and feeling anger about exclusion and discrimination. Thus, social justice is felt on a personal level, not just a cognitive or intellectual one. Through arts-based professional development engaging the emotions, from joy to rage, through art, poetry, and other artistic media, educational leaders articulate dilemmas and affective responses as they seek to do social justice–oriented work, unpacking emotions around issues such as the impact of high-stakes testing in schools with high ELL populations, the ousting of a woman African American principal without notice, and working-poor parents. Chapter 14 presents equity auditing, a new tool

for education leaders who want to create more equitable outcomes for their students. School leaders can readily utilize this tool with existing data in exploring the extent to which school practices are equitable. Audits unearth inequitable practice and also set up a collaborative stance in districts to bring along resistant stakeholders who prefer to close their eyes to what is happening in local schools and maintain the status quo.

As both a conclusion and a presentation of the challenges ahead, Chapters 15 and 16 lay out the remaining challenges and tasks. Chapter 15 considers school leadership in the context of the institutions in which educators do their work. Authors of the chapter ask whether anyone can take for granted that well-organized and conceptualized social justice training programs are, by themselves, enough to create the changes that are needed. In describing some of their actual experience, authors reminds us that institutional change necessarily involves many stakeholders with varied interests who work and collaborate with each other in a number of different ways. The chapter first evaluates a preparation program that focuses on equity. By showing how difficult it can be to sustain commitment to social justice in practice, the chapter powerfully illustrates that social justice leadership is a long-term commitment rather than a periodic curriculum revision or program-reform event. We see that although a preparation program may be social justice oriented, practices in the local field are slow to change. The chapter forces us to confront the reality of our need for broader societal engagement and for continued vigilance and K–16 collaboration to ensure that new leaders can get and keep jobs while they confront privilege and disrupt inequitable practices.

Finally, the last chapter presents the challenge for educators and policymakers to support each other as they demand political change—to engage with and convince power brokers to get on board with social justice school leaders and support their efforts to make schools the well-supported instruments for instilling principles for a democratic, just, and caring society.

A CALL FOR ACTION

Leaders cannot make social justice happen by their passion and will alone. The huge shifts in cultural understandings and societal and school expectations will happen only with the shared values, coalitions, networking, and mutual support that come with the power of enlarging groups of people in social movements, which results in the building of social capital and, eventually, political power. This truly can happen! For example, beginning in late 1990s, a grassroots effort was organized to reorient policy and practice in educational administration that were deemed overly focused on technical aspects of educational management at the expense of the moral, social justice objective of preparing citizens for equitable participation in democratic society. Imagine! This effort has grown from a conversational group of four to an active participation group of over 250 scholar practitioners from around the country and beyond. Known as the Leadership for Social Justice (LSJ) group, the participating members communicate routinely through a website and a listserv. They create teaching materials and strategies, share faculty and administrator job announcements from across the country, and produce new research. We, the editors, and

The authors, Maricela Oliva and Catherine Marshall, discussing this book after the LSJ meeting in Montreal, Canada, in 2005.

many of the authors of chapters in this book, are founding members of LSJ. We truly do find sustenance for social justice work from our shared network.

Similarly, readers inspired and guided by the chapters in this book and by the authors' passions for using education to promote social justice can create networks of organizations and associations that focus on educational reform. It is important that we collectively reframe assumptions about leadership, so that we act to meet the needs of minority and disenfranchised families and students along the K–16 continuum. In the state of Texas, potential partner organizations and partner network members at the state level include the Texas Education Agency, the Texas Association of School Administrators, the Texas Association of Chicanos in Higher Education, and the Texas Higher Education Coordinating Board. Regional and national networks include the Hispanic Border Leadership Institute and Rethinking Schools. Similar actual and potential partners and partner networks exist in other states, provinces, and regions or could easily be created. At a national level, coalitions for action can call on the executive directors (and their membership) of powerful associations such as National School Boards Association, the American Association of School Administrators, the National Association of Secondary School Principals, the National Association for Bilingual Education, the University Council for Educational Administration, the Council of Chief State School Officers, and more.

Throughout the book, the theories, research, practical strategies, and models should inspire and support action for social justice stances and interventions. Readers are encouraged to take advantage of and choose among the discussion questions, the suggestions for further reading, and the exercises at the end of each chapter that provide opportunities to practice applications and to plan training and interventions in the more sheltered venue of

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Identify your own professional organizations and ask yourself: "What social justice leadership initiatives do they undertake?" And if they don't, "How can I find other members who will collaborate with me in stimulating social justice initiatives?"

a university classroom or staff development workshop. Then, when confronted by the need to act in real-life social justice challenges—often the very next day—educational leaders will have the will, the words, the facts, and the guts to make a difference. From such courage and passion and from such models of social justice leadership, schools can more honestly assert their status as institutions of empowerment, democracy, and equity.

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